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17. ABSTRACT (MAX. 250 WORDS) Aims of the summer school program for children of migrant workers were to teach the children basic academic skills and to offer them health services which they would not otherwise obtain. During 1964, the ninth year of the program, thirteen schools enrolled 400 children from five to fourteen years of age. Child care units were located in ten schools. Schools were State financed on the basis of $3,000 for the first class of at least ten students and $2,000 for each additional class of ten or more. A typical budget for a two class center included $3,290 for such personnel as classroom teachers, supervisors, a teacher's aide, music and art teachers, a physician, a nurse, cafeteria help, and a custodian. Social security and retirement, transportation, food, instructional supplies, and school services and utilities completed the budget which totaled $4,830.

Curriculum emphasis was on language arts and arithmetic, but art, crafts, music, recreation, and health were also included. Such supplementary activities as swimming, assemblies, and trips were added. Publicity efforts to acquaint parents and the public with the program included evening open houses in the schools. The health program consisted of medical examinations, the provision of lunches and snacks, and the teaching of cleanliness, dental care, and proper diet.

Suggestions for improvment included prediction of arrival of migrant pupils, adjustment of the summer session to coincide with migrant residence dates, inclusion of both group and individual instruction, determination of pupils' individual needs, use of imagination and originality in development of materials and experiences particularly suited to migrant children, establishment of more child care centers, and improvement of contacts with parents, growers, and crew leaders.

Requests were received for migrant schools in new areas in 1965, and it was expected that 18 to 20 schools would be in operation.

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file
Summer School
+ ref Migrants
Disadv.
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Report of the 1964 Summer School Program

For

Children of Migrant Workers

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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February 1965

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THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

WALTER CREWSON
ASSOCIATE COMMISSIONER FOR
ELEMENTARY, SECONDARY
AND ADULT EDUCATION

February 1965

This report of the 1964 Summer School Program for Children of Migrant Workers briefly describes the ninth consecutive year of New York State's increasing concern for the needs of these neglected children. It was prepared by the Bureau of Elementary School Supervision which is responsible for the administration of the project.

The report will be of particular interest to those State areas which have migrant children during the summer as well as during the regular school year. Our State's experience in this vital activity should be most helpful to all states at this time of national awareness of the needs of the disadvantaged child. Neither the state nor the nation can afford to add illiterate, unskilled youngsters to its pool of unemployables by neglecting to improve educational opportunities for migrant children.

Walter Crewson

WALTER CREWSON

Report of the Summer School Program

for

Children of Migrant Workers

1964

During July and August of 1964 the New York State Education Department sponsored its ninth consecutive series of summer schools for the children of migrant workers. These schools chiefly served children from five to fourteen years of age. An intensive effort to increase the number of schools was only partially effective due to several unusual factors. One of the longest dry spells in several generations retarded the planting and harvesting seasons. This reduced the number of migrants or delayed their arrival in several prospective migrant school areas.

In another district all plans were ready to start a new migrant school. Unfortunately at the annual district meeting, the entire school budget was defeated. This included the regular school budget and the summer school budget for the resident pupils. The school officials were reluctant to start a summer school for migrant pupils under such a situation even though the entire cost of the migrant school was to be paid by the State. The closing of a frozen food processing plant was the reason given for another migrant school's failure to start. The prevalent national racial situation was a factor in several promising locations.

In spite of the above problems the number of summer migrant schools rose to thirteen, the largest number to date and an increase over 1963. It was conservatively estimated that there would be sixteen. The 13 schools were located as follows:

School	County	No. of Classes	Enrolment
N Bridgewater	Oneida	2	29
* Clinton	Oneida	3	45
*N East Cutchogue	Suffolk	1	16
* Marlboro	Ulster	3	49
North Rose	Wayne	3	34
*N Port Byron	Cayuga	1	10
* Sherburne	Chenango	2	26
* Sherrill	Oneida	2	38
* Sherwood	Cayuga	3	53
Warwick	Orange	2	41
* Westmoreland	Oneida	2	30
* West Winfield	Herkimer	1	12
*N Williamson	Wayne	2	17
			400

N = New Migrant School in 1964
* = School center which also had a child care unit

Daily attendance continued surprisingly good for these schools in which attendance is so often adversely affected by acute home problems, fluctuations in weather and crop conditions, lack of communications, and other characteristics of the nomadic life of the migrant families. It is always a pleasure to note the number of pupils who have perfect attendance and to sense the eagerness with which they start a new school day.

Comparative enrolments at these schools for the past 7 years show:

1958 -- 98 pupils
1959 -- 135 "
1960 -- 277 "
1961 -- 350 "
1962 -- 371 "
1963 -- 355 "
1964 -- 400 "

The former school at Hannibal had to close due to insufficient pupils. East Cutchogue School was one of the original pilot migrant schools nine years ago, but ceased operations for several years until 1964. It should be noted that North Rose has had a summer migrant school for nine years and was one of the original pilot schools.

Under the existing financial plan, all allowable expenses for these migrant schools are paid by the State on the basis of $3,000 for the first class of ten or more pupils and $2,000 for each additional class of ten or more pupils. Each school prior to its opening submits an estimated budget covering salaries, books, instructional supplies, fuel, light, cafeteria, contributions to retirement and Social Security and transportation. The total budget must be within the bounds of the State aid above mentioned and based on the anticipated enrolments. Adjustments are made for enrolments which might have affected the number of classes and of curtailed terms of less than 30 days due to sudden movement of migrants.

The 1964 budget of $80,000 was more than sufficient due to the reduction in number of schools mentioned above. A total of $60,431.26 was expended which left a balance of $19,568.74. Had conditions been normal, the balance would have been used by the 3 or 4 new schools which regrettably did not materialize for reasons cited.

As in previous years State-sponsored child care units were located in ten of the schools. This plan has definite advantages even though adjustments and cooperation are necessary between the child care center and the school. Financial benefits result by sharing transportation, cafeteria help and recreation leaders. The latter are most helpful in the after-school program prior to the return of the children to the camps. Since the child care centers must start functioning early in the day to permit parents to get to the fields, transportation and class schedules must be adjusted. The longer day may require a substantial breakfast and even a nap for the school aged children. On the other hand, the child care centers lessen the need for school age children to remain in the camp as baby sitters.

The proposed budgets for the various school centers varied with their size, program and specific needs. As in any school program, the imagination and dedication of the staff are definitely controlling factors in this regard.

The following budget is fairly typical for a two class center and should prove helpful as a guide to those planning a similar project. As previously stated, the State aid is $3,000 for the first class of ten or more pupils and $2,000 for each additional class.

Budget

Summer School for Migrant Children (two classes)

Local supervision (including attendance and public relations)	$ 400.00
Classroom teachers - 2 @ $750.	1500.00
*Assistant teacher or aide	300.00
Music and art teachers (part-time) 2 @ @120.	240.00
Physician	100.00
Nurse	300.00
Cafeteria halp	300.00
Custodian	150.00
Total Personnel Services	$3290.00
Social Security and Retirement	600.00
Transportation (including driver)	400.00
Food	250.00
Instructional supplies (books, paper, art, craft, films, tests, etc.)	200.00
School services and utilities	90.00
	$4830.00

*Helpful when classes regularly exceed 15 or more

The above budget should not include costs or salaries which the sponsoring school district would normally meet during the summer if no migrant school was operated. Emphasis should be placed in seeking the very best classroom teachers, especially those strong in reading. In some situations a very good classroom teacher might be available who could teach her own art or music. This would free funds to meet the higher salary of such a teacher.

The majority of the centers operated a six-weeks term, the dates of which varied to coincide with the arrival and departure of the migrant families. In spite of very careful planning, the numerous unpredictable factors involving migrant movements tend to affect the program. Often a disappointingly meagre enrolment the first week tended to burgeon just as the final week arrived. This tends to distort the daily cost per pupil.

The basic skills in language arts (reading, oral and written English, and spelling) and arithmetic were stressed. In addition, the program included art, crafts, music, recreation, and health. Good citizenship and cooperation were stressed. Assemblies, trips, swimming, and other activities were used to strengthen the program. Considerable use was made of various means to acquaint the parents and public with the program. Most of the schools held an evening open house.

Continued emphasis was placed on the health program by teaching proper diet, cleanliness, care of teeth, medical examination and follow-up. The rest periods, snacks, and lunches were positive factors in an effectual health program. The nurse rendered invaluable aid through follow-up work, arranging innoculations, and in obtaining the cooperation of local health, social and welfare agencies.

The schedule on the following page was carried out in the 3 class center at Pine Island School of Warwich Valley Central School and is fairly typical.

Daily Schedule of Classes

SUMMER SCHOOL FOR MIGRANT CHILDREN -- 1964

DATES:

July 13 (Monday) -- August 21 (Friday)
6 Weeks -- 30 Days
Total Day -- 6 Hours

DAILY SCHEDULE:

7:45 -- Bus Transportation Begins

8:45 -- Opening Exercises, Snack, Health

9:20 -- Social Studies and Science alternate (Groups 2 & 3)*
Music (Group 1)

9:50 -- Reading Groups (3 Teachers) -- Play last 25 minutes (Group 1)

10:45 -- Organized Play (Groups 2 & 3) -- Art (Group 1)

11:05 -- Music (Groups 2 & 3) -- Art and/or story (Group 1)

11:30 -- Mathematics (Groups 2 & 3) -- Filmstrips, Dramatization (Group 1)

12:00 -- Clean-up and rest room

12:10 -- Health, Lunch, Manners

12:40 -- Noon Recess

1:10 -- Art (Groups 2 & 3) -- Rest on Cots (Group 1)

2:00 -- Movie

2:30 -- Dismissal and bus leaves

Swimming -- Monday -- 10:00-11:00 ---------- Friday -- 1:00-2:00

Group I -- Kindergarten

Group II -- Intermediate

Group III -- Older Group

*Through the use of films, stories, projects

This report would not be complete without mentioning the contributions, support, and encouragement of various religious, fraternal, or women's organizations, local migrant committees, scouts, and service, also the dedicated service of college and high school students. For example, the annual report of the Oneida-Kenwood-Sherrill Migrant Committee lists 31 sponsoring groups. Similar active groups in varying degrees are functioning in most of our school centers.

Looking Ahead

During the past year the Supervisor of Elementary Education who works on migrant school projects attended the National Workshop on the Education of Migrant children held in St. Louis in May. He was also invited by the U.S. Office of Education to meet in Washington to plan migrant pupil transfer cards. At the conclusion of the 1964 summer migrant schools, a two-day conference of school staffs was held at Aurora, New York. This was well received, helpful and requested to be repeated in the spring prior to the opening of the migrant school.

Currently the National Committee on the Education of Migrant Children is planning a conference for the Eastern Coast states. In all probability the migrant problem will loom large in the plans of the Economic Opportunity Act of 1964. The end of the "bracero" or Mexican labor plan, may cause a shift in the migrant stream. For example, some Long Island growers are currently concerned that California growers may raid eastern migrant sources. This might easily change the type of migrant families coming to our State.

Continuing Concerns

1. Local schools, or other sponsoring groups, should more carefully study the arrival of migrant pupils and adjust the six week session to cover the time when the majority are present. This may mean several days of field or camp visitation prior to the opening of school. Such time should be compensated for from the budget funds.

2. Both group and individual instruction should be emphasized. Each has its place.

3. The individual needs of the pupils should be determined as early as possible so as to strengthen these needs and to include the progress on the pupils' transfer cards.

4. Imagination and originality should be used in developing materials, devices, and experiences from which these particular pupils can effectively meet their future needs.

5. Every possible effort should be made to establish a child care center in conjunction with each of the migrant schools.

6. There is need to improve contacts and liaison with growers, crew leaders, parents and other local and national groups interested in this grave problem.

Conclusion

Several requests have already been received for migrant schools in new areas. It is expected that the 13 operating schools of 1964 will continue and that the three or four that were lost in 1964 due to unusual conditions previously cited will start. It would thus appear that 18 to 20 schools can be expected in 1965. At an average of $5,000, this would require a budget of $90,000 to $100,000.

Werner H. Ruef
Supervisor of Elementary Education

Walter A. LeBaron, Chief
Bureau of Elementary School Supervision

APPLICATION FOR FINANCIAL ASSISTANCE
for
THE EDUCATION OF CHILDREN OF SEASONAL AGRICULTURAL WORKERS IN NEW YORK STATE

An application for $242,370 was recently filed by the New York State Education Department with the Office of Economic Opportunity in Washington. This amount, if granted, would provide funds to expand the present program for children of migrant workers and would make it possible to broaden that program to include children of other seasonal agricultural workers.

Each summer, several thousand migrant workers come to New York State for temporary jobs in farm and food processing occupations. Approximately 25,000 are expected during 1965. They come from the deep south, Puerto Rico and the Bahama Islands, and they are housed in more than 800 farm labor camps in 30 counties of the State.

The children of these workers are among the most educationally neglected of any in the nation. Very few of them have had opportunity for continuous schooling. Since 1956, the New York State Education Department has provided special Summer School programs for these children. A report of the 1964 program will accompany this memorandum.

In addition to migrant workers, a substantial number of home-based seasonal workers reside in these rural areas. Many of them were formerly migrants, but their seasonal employment is rarely sufficient to raise them to a higher socio-economic level. It is estimated that there are 20,000 to 25,000 individuals in this category, and the educational needs of their children are comparable to that of the children of migrants.

It is proposed to expand the Summer School program through additional staff, increased special services, smaller classes and extended sessions. A full-time staff member at the Department level would not only assist in expanding existing programs and developing new centers, but he would aid in integrating the summer programs with the regular school year sessions. The cooperation of local community agencies will be solicited. Employment of the seasonal group who are not presently engaged in agricultural work will be encouraged.

On the basis of locations of farm labor camps, it is anticipated that centers may be established in the following counties:

Albany	Dutchess	Monroe	Orleans	Steuben
Broome	Erie	Niagara	Oswego	*Suffolk
*Cayuga	Genesee	*Oneida	Otsego	*Ulster
Chautauqua	*Herkimer	Onondaga	Rockland	*Wayne
*Chenango	Livingston	Ontario	Saratoga	Wyoming
Clinton	Madison	*Orange	Seneca	Yates
Columbia				

*The thirteen existing programs are located in these 8 counties.

It is expected that approximately 29 centers will operate in 1965. Some centers would have a single class and others might have three or more, but it is assume that the average would be two classes per center. Total enrollment is anticipated at something over 1,000 children.

The proposed budget can be summarized as follows:

29 Centers with two classes each at $5,000 per class	$290,000
Conference on EOA - Re: Education of Children of Seasonal Agricultural Workers	11,600
Personnel to be employed by the State Education Department	14,770
Related expenses of personnel	6,000
Total of proposal	$322,370
Less non-Federal share	80,000
Federal grant requested	$242,370

P. B. Langwoothy

Philip B. Langworthy
Director
Division of School
School Supervision

March 25, 1965